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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Stuck in the Mud

WHEN horses were the draft power, and they got stuck in the mud, the driver could coax and cheer them, or whip them according to the disposition of the horses and his own disposition, and the team ultimately straightened out and pulled the load out.

But with the automobile all this is changed. When an automobile is stuck in the mud the more the machine is fooled with the deeper it sinks in the mud.

This typifies the present educational situation. The schools from every standpoint are as far beyond those of twenty-five years ago as an automobile of ten years ago was better than those of twenty-five years ago; and the better schools of today are as far beyond those of eight years ago as the automobiles of today are better than those of eight years ago.

In the nineteenth century it was slow work to overcome the inertia of tradition. It took a quarter of a century to pull any great educational reform out of the traditional mud, but we coaxed and cheered and whipped the conventionalists into progressive action. There was never any question but that we would get the educational forces to straighten out and pull together and get the schools out of the traditional mud.

But in this automobile educational age it is quite different. If you try to budge a set of school professionalists who became set in their ways before 1920, the more you try to pull them out of the traditional mud of ten years ago, the deeper and deeper they get in, and they become a hopeless proposition.

In the present great educational conflict with the forces that are arrayed against the schools nothing is so liable to obstruct progress as the fellows who are stuck in the mud of what was once progressive.

An International Ambassador

THE great surprise of the year was not at Boston in February, nor at Minneapolis in July, but at Castine in August, when Dr. Dora Wagner of Dresden, Germany, in clear, vivid English in three famous addresses, portrayed the great educational achievements of the Youth Movement, of the Professional Development, and of the national educational vision of Germany. These addresses were great international messages such as we have never heard before. They have clari-

fied our vision as has nothing that we have read or heard.

The Institute of International Education, 2 West Forty-fifth Street, New York City, is responsible for Dr. Wagner's opportunity to enlighten America inspirationally until late December. This is a privilege never before available to American school people. Dr. Wagner is an international ambassador, to know and hear whom is an event in any one's life.

Superintendent William J. Bogan, of Chicago, has had the support of the city Board of Education in every recommendation he has made, and he evidently speaks the truth when he says: "I believe I have had more freedom in my brief weeks as superintendent than had any previous school head."

"Miles McCarthy, a Drama"

"MILES McCARTHY, A Drama" sets the "thread of memory aglow," and carries us back half a century when we knew intimately Cyrus and Darius Cobb, brothers, who looked and talked and walked alike. They were characteristic Boston gentlemen with whom we had many interests in common. Ernest Cobb is the son of Cyrus, and Stanwood of Darius. Is it any wonder that we have had a thrill of pride in the professional success of these educators of the Twentieth Century?

In "Arlo" Ernest Cobb created an entirely new appeal to children in their reading, and every school book of his has the same lure as the first-born of the Arlo family.

"Miles McCarthy, A Drama," is as vivid a film of affection and devotion in Ireland's tragic struggle for independence as has been dramatized, and while rigidly truthful it has the rhythm of verse, which gives it an artistic literary flavor.

"School conscious" is an expression that Superintendent Charles C. Hughes, of Sacramento, used skilfully in connection with the effect of the opening of the school year upon the city in all of its functionings.

President of the N. E. A.

THERE are indications that Dr. Uel W. Lamkin will render the cause of education as president of the National Education Association much needed service. In the first address that he made, a sort of "acceptance of the notification of his election," he said the National Education Association will render such service to all state and affiliated associations as they may need. Its Research Department, for instance, will provide facts and figures of any kind and to any extent that any of the associations may need for any campaign they may have in mind.

In the nature of the case there has been a tendency to emphasize the service that associations and teachers should render the N. E. A. The appeals for increasing the membership, for enlarging the list of life members and other campaigns have had a tendency to urge the teachers to do this and that for the benefit of the association. True in a sort of perfunctory way it has been said that it would ultimately benefit the teachers, but the general effect has been to try to whip teachers into line as a sort of professional duty they owed to the association.

President Lamkin changes all this and suggests such specific needed aid when and as it is needed, that increased membership will be increasing the efficiency of definite service to the teachers. There are city organizations of teachers and principals in which teachers or principals gladly pay large membership dues in order that the organization may render professional service locally. President Lamkin suggests that the expert equipment at headquarters will enter heartily into skilful service of the teachers in any local campaign. Instead of researching as to conditions a quarter of a century or half a century ago it will search for influences that will be effective in 1928 and 1929.

This is only one of the achievements that President Lamkin will try to have created in the greatest educational organization in the world.

Creators of American Education

THE school book publishers have had a large part in the creation of American education for which they have had no adequate credit.

Circumstances have created conditions which have enabled the editor of the Journal of Education to know all of the prominent school book publishers since the Civil War.

It is important that there be an appreciative record of the achievements of these creators of American education while the one source of information of the entire field is in position and in condition to film, as it were, the growth and development of these organizations.

The one tragedy of the school book business has been the apparent necessity of vilifying rival concerns, which inevitably makes all concerns appear to the public as bad as their rivals have painted one another. As a result, even today it is more natural for any one referring to the schoolbook business to refer to the criticisms of one another than to the great public service rendered.

It is important that the editor of the Journal of Education, whose relations to all publishers have been cordial should present vividly and appreciatively the service rendered by the school book publishers of the last sixty years. These articles will appear from time to time during the coming year.

American Public Schools

(First Article)

By A. E. WINSHIP

THE American Public Schools are in the birth throes of the greatest educational crisis in American history.

The future of America industrially and commercially, civically and socially, is dependent upon the creation of a new public school spirit and practice as the result of the present crisis.

There is a widespread impression that the present public school expense is not justified by results.

The critics are not in any sense enemies of the public schools, but they are opposed to the present management of the public schools in the cities especially.

For a time it was a satisfactory response to say that it was merely a question of saving the dollar at the expense of the child, but that is no longer adequate. The situation has reached a stage where it must be faced squarely; when we must accept the critics as honest as ourselves in desiring the best education of all of the children.

The first attack on the schools, about twenty years ago, was an effort to make the schools give an education for the trades, with a deliberate purpose to thwart the plan of some labor leaders to limit the number of apprentices. A half-a-million dollars was raised for the promotion of this scheme, and champions of this plan were on state and city Boards of Education. This scheme was abandoned as soon as the public appreciated the significance of the movement.

A few years ago in Massachusetts there was a deliberate plan to take the financial management of the schools out of the hands of city Boards of Education and place it in the hands of city governments. Legislative committees were packed with members committed to this scheme, and it required heroic measures to counteract that effort.

The next move was in the Far West, where the Mayors Association of a large state organized a campaign to take the financial management out of the hands of the Boards of Education and put it in the hands of the city governments. The trick was for a mayor to say that it was not his plan, but that he must insist upon it because the State Association of Mayors had decreed it. This came to grief.

About five years ago there was a more elaborate plan for state legislation in Illinois, and some important educators followed the movement, but the State Education Association under the brilliant leadership of its executive secretary defeated that.

Three years ago a much more pretentious budget plan was conceived, and $50,000 was to be raised for the consummation of that plan, but it was easily put to sleep.

Now there is a real organization with limitless financial backing and brilliant business leadership that is out in the open, determined to take the management out of the hands of educators and their Boards of Education, and putting the financial management of the schools in the hands of expert business men. Literature charging reckless extravagance in all phases of public education is in the hands of mayors of cities, of members of city governments, and of selectmen or other officials in townships, of legislatures and various clubs, and whoever may be expected to take an active part in this economy campaign.

This movement is of a magnitude to require something more than an attempt to rally the friends of the public schools, politically or otherwise. To call them enemies of the public school will not be adequate. It is a condition, not a theory, that is now facing the educational leaders.

All animal life is sensitive to environment, but of all living things the child is most sensitive. Surroundings act upon it as the outside world acts upon the plate of the camera. Every possible influence will leave its impress upon the child, and the traits which it inherited will be overcome to a certain extent, in many cases being even more apparent than heredity.

The child is like a cut diamond, its many facets receiving sharp, clear impressions not possible to a pebble, with this difference, however, that the change wrought in the child from the influences without becomes constitutional and ingrained. A child absorbs environment. It is the most susceptible thing in the world to influence, and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate and permanent.

—Luther Burbank.

Belding's Page

SPEAKING OF CAREERS

INTO the world of business and affairs goes John Coolidge. A degree from Amherst gives the signal for his change from rating of student to that of worker. Unusually wide choice has been open to him by reason of his father's attainments. But, his choice once made, success will depend mainly upon himself alone.

The right choice of vocation is just as necessary in the case of a President's son as in that of any other young person. For him it is possibly more difficult, because the range of choice is wider.

American youths were never faced with so many open doors as they are today. But the doorways are narrower. The rooms to which they lead have fewer passages into other rooms.

Correct choosing of a life work has become more essential today than ever before in history. It is a task belonging jointly to the youth, the home and the school. Never before has there been such need of wise guidance at this crucial point. Some school executives have risen to the occasion and are contributing authentic leadership. Others still have far to go before they are qualified to assist here. Well may the layman be called in consultation—and gladly will he lend what help he can. Every one wants youth to start right and is ready to furnish advice based upon observation and experience.

THE GUM ISSUE IN NEW FORM

WHEN you were a boy or a girl you never chewed gum, of course. You never did it in school, at any rate. And the teacher never caught you at it, made you come up front and deposit it in the wastebasket—or, worse punishment of all, required you to chew it steadily for half an hour while your mates watched your bovine efforts. None of these things did you ever do.

Not even did you make believe chew gum, to deceive the teacher, causing her to order the removal of your quid; greatly to her own confusion when she found you had been pretending; but always with the last word in her mouth, not yours.

But perchance as teacher yourself you have objected to the use of chewing gum by your pupils. Something about the action has offended you. You have regarded it as discourteous to yourself, a breach of decorum, a sign of bad manners—in fact, a thoroughly unregenerate and indefensible habit.

Time has apparently come to revise this opinion. To chew gum is recommended by eminent authorities today as a means to health; in particular, a means of cleansing the teeth and preserving the gums. A highly successful manufacturer of gum has placarded the country with this hygienic hint. Dentists and medical men have joined the chorus. Already the disappearance of the time-honored but possibly germ-laden toothbrush is predicted. Toothpicks have long been obsolete in good society, though quite a number of trees are still consumed yearly in their making. Gum is the modern substitute.

One hour a day devoted to ruminating this plastic, minted substance, we are told, will postpone decay, reduce the "four out of five" ratio to zero, and put all the dentists painlessly out of business.

If we are to believe what we hear the issue is no longer whether to permit youngsters surreptitiously to agitate the cud behind wide-leafed geographies—but whether to give gum chewing a place in the curriculum as a required subject!

DEATH TO PROVINCIALISM

TRAVEL is one of the most broadening influences available to teachers. Thousands of them have been touring this and other lands during the present summer, taking advantage of the opportunity which the long vacation gives for this sort of thing.

For some reason European travel caught the fancy of teachers before American travel took hold of them. Many of them still believe in seeing Europe first. There is a romance about European countries that makes them wondrously alluring. Their attractiveness is like that of an old home. Europe is the cradle of the race, or if not the cradle, the early habitation. In Europe our civilization has its roots, and there it grew much splendid fruit along with some which we think has been improved upon elsewhere.

The motor bus has begun to popularize interstate travel for school people. Long distances are covered by buses within a period of a few weeks and many enlightening facts are observed, which, when properly related in the teacher's mind, make excellent background for classroom work and, better still, make teachers themselves richer in their lives, more nationally minded, and better citizens in general.

Anson W. Belding.

Associate Editor.

Psychology of the Teachers' Institute

By HAROLD G. LAWRENCE, M. A.

STRANGE as it may seem the average speaker at the usual County Teachers' Institute shows slight knowledge of the simple laws of psychology. This is perhaps the chief reason why many teachers dread these Institutes, why some derive little good from them, and why many states have abandoned them entirely.

The writer, during the past twenty years, has talked with hundreds of teachers, freely getting their reactions. The almost unanimous verdict seems to be that, with here and there a brilliant exception, institute speakers proceed in an illogical, unpedagogical way to impress their ideas and thoughts upon their audiences. At the writer's first institute at a little town on the Ohio River two decades ago, an educator of long experience and of much prestige said to him at the close of the week: "Let me make a suggestion to you, my young friend. Your lectures are *entirely too full and too long!* You have enough in one lecture to give mental indigestion to your audience for a week. If you want to make a success of institute lecturing, give only one big thought in a lecture and be sure to present that from every angle and in a concrete and interesting way!"

In the first place, the average institute speaker talks too long. He uses an hour to present a subject, when the laws of attention inform us that no one—not even the most intelligent—can listen actively to an abstruse, thought-provoking lecture for an hour. Attention flags after the first twenty to thirty minutes. Only the most gifted speakers can hold an audience for sixty minutes and then they must resort to humor, anecdote, or vivid illustration. Yet university presidents, noted school superintendents and other educators talk on and on to teachers who become indifferent, then even subtly antagonistic. Contact with the audience has been broken—mental laws are being disregarded. An ideal length of an institute lecture—on any subject—is forty minutes and preferably half an hour. If the speaker cannot present his thought in that time, he does not know it, has not digested it, or has failed to prepare it for his audience. A few speakers try to display their great erudition by long and wearisome talks, when all they are doing is revealing their own ignorance of the human mind. They proceed in an unpedagogical manner. They would not think of packing a classroom lecture, even for advanced university students, in this way. Yet they expect both young and inexperienced teachers to grasp every shade of meaning, every point in a lecture which has taken them months to gather and which might better be spread over a dozen periods. No wonder the poor teacher is bewildered, and soon loses interest. In teaching, and in lecturing too, the ideal way seems to be to give just enough to be grasped and fully understood, and then illustrate it, apply it, clinch it.

Another psychological error institute speakers frequently make is to give their talks in too abstract a style. They speak of theories and use technical terms all through. Nothing tires the brain so quickly as abstract, technical or highly specialized terms. Why not present our lecture—technically if we must—but through the use of pleasing, forceful illustrations? Every concrete image brought before the minds in our audience helps to fix the thought, for "the real is the concrete." The writer knew a university man from the Middle West who took delight in giving lengthy lectures in a dull, drab, abstract style. One time a few teachers opened up newspapers in the back of the room during his lecture. He immediately took umbrage, and publicly reprimanded them for not paying attention. Here he showed his ignorance of crowd psychology, for he immediately aroused mass feeling against him, causing an hostility toward him and his institution that has never been effaced.

Again, institute speakers frequently show little "common sense" when they "talk down" to their audience. Such a manner promptly puts teachers on the defensive. Any show of a superiority complex on the part of the speaker usually arouses ridicule and antagonism to the speaker and indifference to his message. "Any display of authority lessens authority." The spirit of today in classroom and institute, if the writer reads the signs aright, is to talk with and not talk down to one's hearers. When a speaker shows willingness to learn from his audience, as a good teacher in the classroom shows willingness to learn from his pupils, that speaker can—other factors being present—win the audience. But when a patronizing or egotistical attitude is present, the speech might as well be left unsaid. Here again is a sad lack of understanding of a simple law of psychology.

Much has been said in derision of the so-called "inspirational lecture." It is true many lectures are sentimental. They get nowhere and leave the teachers in a soppy pulp of feeling—undirected and motiveless. Yet it must be remembered that men's actions are set in operation directly by feelings rather than by ideas. This is what many speakers fail to grasp. They give in clear, vivid style modern and successful theories of pedagogy. They show by illustration what ought to be done and how, but they fail to touch the match to the powder. They stimulate the intellect but fail to

kindle the emotions—hence the carefully-prepared gunpowder trail remains and nothing is done! Once more an ignorance of a simple mental law.

Some speakers, however, show too much personal emotion in their words, voice, and manners. Too often this emotion is not the kind to win or convince. It may be, the period of the speaker has been shortened. (This is too often the case where a poor executive is guiding the institute.) He may be chafing under some other handicap. But in any case, he shows his ill-humor in his face, which soon impresses its discordant note of lack of self-control upon every person in the room. In a city in Illinois at a large institute of 650 teachers one session was completely ruined by a superintendent getting angry in his speech and indirectly condemning a previous speaker. He was never asked to return. Sometimes one lecturer becomes jealous of another's superior popularity with an audience. Sometimes insinuations, aspersions, or even open criticisms of other speakers at the institute are indulged in. But they act as boomerangs. Magnanimity and fair play always win and are quickly sensed by an audience. The writer remembers when a well-known lecturer on high school methods branched off into primary work, in an Ohio institute. He expressed his views in a forceful, vivid way, but it was quickly seen that—this not being his main field—he was far behind modern educational theory. The primary lecturer who followed flayed him alive before the audience. She spared him in nothing, making herself ridiculous and unpopular by her vehemence. Although her viewpoint was very modern and popular, her lack of control was costly.

An institute fails of its utmost success when it begins late and ends late, when no instructor knows just when he is to go on in spite of the printed program. Few real institute executives and leaders exist, and too often the program is all cut to pieces by a kind-hearted leader who gives each speaker a generous though indefinite amount of time, who introduces any visitors who may come in, and who lets the sessions drag, on an "accommodation" schedule. In a western institute in a large city, the county superintendent continued her institute sessions until 5.30 p.m. each day. Of course the worn-out teachers came to cordially dislike institute meetings, and dreaded to hear any speaker announced. Even a teachers' institute needs careful planning, preparation and thought for details. "Perfection is made up of trifles."

Some years ago an institute lecturer in a Mississippi Valley State arrived in town for the institute. He found the teachers all assembled, but no county superintendent. He possessed a copy of the program, which stated that he was to direct and give the first lecture. So when the time arrived he stepped before the audience, asked for a music leader and an accompanist, and started the institute. After a period of singing the county superintendent arrived, and was much surprised to hear herself introduced to the teachers by the conductor. She said she did not believe any teacher would be on time, so did not come on time herself!

This is the common illusion about nearly every institute. Few realize that an institute *is* school, *is* education, *is* life. Far too many regard it as artificial and make-believe. They do not realize that teachers, especially the younger teachers, will take for the model of their school, the way the institute is run. If the institute begins late, so will many schools. If there is stiffness, coolness and lack of unity, so will be many a rural and city school. And can any reader give a good reason for beginning any session of institute or school late? There is none. That superintendent or teacher is usually the most efficient and successful who has high regard for the time element. It all looks back to the factor of preparation.

Many superintendents do not have details arranged beforehand. In a university town a county superintendent did not have the hall arranged for nor chairs hauled at the time of the opening of the institute. She thought that she could attend to that Monday morning—the opening day of the institute! Many students postpone study on their lessons the same way. At another town two men speakers arrived on an early morning train. After breakfast they walked over to the place of meeting. They found it was a movie hall which had been used for a dance the Saturday night before. The floors were covered with peanut shells, and the room was dirty and cold. The chief speaker, who was president of the State College, and the director, took off their coats, swept the floor, arranged the seats, dragged in a stove, filled it with coal and lighted it. They greeted the teachers as they came in, passed out song books, started the institute, and had it going an hour and a half before the county superintendents arrived! ! !

Music is essential to most institutes. It unifies the group. It leads to that state of relaxation that is next door to receptiveness. It does more than any other element to provide the right background for lectures. But the periods might well be short—fifteen to thirty minutes—occurring two or three times a day, between the more serious periods. Sometimes the joy-giving qualities of music are eliminated by a teacher of music trying to "sell" some new musical theory. A little teaching of music might be given, but the great value of music in an institute is not intellectual, so much as emotional and social. There can be struck a happy medium. Some institutes are cheapened by luncheon club songs, the songs of the street and the comedy stage. On the other hand, some institutes fail to reach any degree of brightness, alertness and good feeling by a too close applica-

tion to classical and technical music. Folk songs, patriotic songs, the musical classics, and an occasional humorous song can all be welded into an interesting program to excellent advantage. But community singing is essential to the harmony and good-will of those present.

Wit and humor never have been detriments or deterrents to thinking, to education, to progressive planning and ambitious effort of any kind. In fact, they are stimuli—the salt that brings out the flavor in the programs of life. Even teachers of long experience relish a little humor, a little fun, in institute lectures. And the most successful institute is usually the best-humored. Yet some of our largest institutes are so overshadowed by their tremendous responsibility and importance that teachers' faces become set in serious lines and the entire institute resolves itself into grim routine, a heavy sense of duty, weighted minds and unhappy hearts. One can imagine that the classrooms these teachers preside over become a monotonous gray.

The genus—"Teachers' Institute"—may become extinct. But in some states it is having a rebirth. That is, it is becoming a very human, happy, sincere and natural means for exchanging old ideas and learning new ones. Here there is charity for all who are toiling in the same great field. Here there is emphasis upon the large trends of education, upon the bigger concrete things in life, ignoring the petty and the ignoble. Here there is zest for the great profession of teaching. Here there is scholarly thinking, directed ambition, and a high intellectual ideal. Above all, here is a sense of individual worth—inspired by lecturers and superintendent and communicated from teacher to teacher. We can see those same teachers taking back with them into hundreds of classrooms that same sense of human worth and giving to each boy and girl an opportunity and a scientific method of releasing it, so that creative work will follow, and constructive thought, unselfish ambition and noble character. For what else is there in all education, except the building in an ever-growing and more beautiful structure the sense of the human individual worth of each student, of each teacher and administrator—by bits of knowledge, by human contacts, by ceaseless effort, by successes and failures, by lofty desires and by eternal hopes?

. . . . .

The writer believes no institute lecturer approaches the ideal so completely as Dr. A. E. Winship of Boston, the dean of educators. Dr. Winship never talks too long. He always holds his audiences. He presents one great vital thought in such a unique and forceful way that it can never be forgotten! He invariably talks on something practical, yet touches off his thought in that human, sincere, potent way that promotes action. Above all, this great leader has inspired and "made" hundreds of our most outstanding and achieving educators by his early discovery in them of something of great worth. He is the ideal lecturer because he is the ideal teacher. He is the ideal teacher because he is the ideal learner, and finds his lessons daily in seeing and freeing the human values around him.

The Changing Responsibility of the Teacher

By CHARL WILLIAMS
Field Secretary, National Education Association

SO LARGE a proportion of the summer school enrollment of any university is made up of teachers that I have chosen to speak about the change that has occurred in the past ten years in the teacher's place in the community. From a politically unimportant person, with very little interest in civic affairs, the teacher has become an individual of consequence in the community.

The changed status of the woman teacher has been especially noticeable. During the World War women everywhere demonstrated their fitness for positions of responsibility and importance. Through war work they gained a consciousness of power and an ability for self-expression which has been carried over into every line of endeavor. The ratification of suffrage in 1920, as the logical outgrowth of the changes accompanying the war, placed upon women a new responsibility, but it was the hard-won reputation for being able to carry on so-called men's work which gave them their chief claim to a new status in the community and in the profession.

The transition following the war brought many new problems to the schools and has greatly increased the cost of education. To find a solution for these questions and to study means of promoting economy without the sacrifice of efficiency in our schools, the need for a national clearing house for educational problems has been pointed out again and again. Prominent educators and leaders of thought have urged the creation of a Federal Department of Education, with a secretary in the President's cabinet, to provide such a clearing house on school matters, and the movement has gained the support of thirty-one great national organizations. In his last annual message to Congress President Coolidge urged co-ordination of existing educational agencies in the federal gov-

ernment in a Department of Education and Relief, under a secretary in his cabinet.

The most important piece of educational legislation which will come to the attention of Congress when it reconvenes will be the Curtis-Reed Education Bill, which provides for a Department of Education with a secretary in the President's cabinet. Similar bills have been before Congress for ten years, during which time support for the movement has grown immeasurably, and it is altogether probable that the measure will come up for a vote in the short session of Congress which opens in December. Senator Curtis, Republican nominee for vice-president, is author of the bill in the Senate.

The whole purpose of the proposed Department of Education would be to find out what are the best educational practices today, from kindergarten through college, and to make them available to the schools throughout the country. This is becoming increasingly important because of the great amount of shifting of our population from one state to another and the increased facilities for swift communication over great distances.

The cheapening of printing has resulted in a multiplicity of all kinds of publications. The decreased cost of travel, and its greater ease, has been responsible for a growing lack of provincialism, and for frequent visits from one part of the country to another. Travel from state to state, or even coast to coast, has become a commonplace experience. The airplane has drawn the countries of the American continent into closer relationship, and has even made possible speedy transoceanic travel. Twenty years ago to see or hear a President was the event of a lifetime, but the radio and moving picture have brought within the reach of practically everyone a satisfactory substitute for the personal meeting or audience.

In this way the educational horizon has been expanded until it includes the nation, and education is just as strong in this country as it is in the weakest state. With a fourth of our country's population in school, it is time the national government showed an interest in education similar to that which has meant so much to the progress of agriculture, commerce and labor through the three departments devoted to these enterprises. The teaching profession must accept its new responsibility in the community; it must lead in the movement to give to the school children of America a voice in the council of the nation such as only a secretary of education in the President's cabinet can offer.

Janice and Maurice Go to School

And Their Father Has a Talk With a Professor

By THOMAS HERBERT ROBINSON
Rhode Island College of Education, Providence

IT WAS a sultry afternoon in late August. My fellow-guest stirred, dropped his newspaper to the floor, rose, lighted a cigarette, and took a turn up and down the hotel piazza. When he returned to his chair it was evident that he was prepared for conversation. I read on. I did not care to talk, that was the sum and substance of the situation. But Mr. Janeson caught me off my guard when I glanced up from my newssheet, and addressed me.

"Well, their good times are just about over for another year." He was referring to his children, Janice and Maurice, who were busy with an intricate bit of hydraulic engineering at the edge of the tide, or just beyond the reach of the tide.

"You mean the youngsters? Yes, to be sure, school opens in ten days. Well, well, so it does, and how natural it seems to me to go to school. You know I've been going to school all my life, and I'm still at it."

"That's right. You are a teacher, aren't you? I don't know why it is, but I always mistake you for a traveling man, a fellow who is selling something. Say now, tell me, professor, what is happening in our schools these days? I'll be blessed if I recognize them any longer as schools."

"I daresay that is a fact, Janeson, and if things move as rapidly in some quarters of the educational world as they have in others, you won't know colleges at all when young Maurice lands in one of them eventually."

"At any rate, it's a great thing, this education. I can't say that I know exactly what it is, but I have faith in it."

"Janeson, you are tempting me to talk. Education, education, why man alive, it's life to me."

"I'll have to admit that I don't get quite so excited about it as you seem to be this very minute. The market excites me more than education."

"When I see your two youngsters out there, Janeson, I hardly think that you mean what you have just said. You misunderstand me. I believe that education is essentially life."

"There you are. I know you well enough to speak to you in all frankness and fairness. You fellows, you schoolmasters, use too vague words. 'Education is essentially life.' Education . . . life. Professor, I see that the horizon is not the absolute limit in your thinking. Look out yonder, and notice the haze beyond the blue. Then bear in mind ordinary mortals such as I am. I'm a

father, a somewhat bewildered father at times, but I have faith in education. I want to make certain that I know what it is."

"The longer I live, Janeson, the more aware do I grow that it is hazardous to attempt hard and fast definitions of some terms. How do you define life? How would you define beauty, or art, or literature?"

"To tell you the truth, I've never tried to define them."

"Try it some day, but remember the fate of the rash philosopher. Don't be consumed by your own definition."

"That's all true enough. I suppose such things are hard to explain satisfactorily to people in general. Now just what has this to do with life? You said a minute ago that 'education is essentially life.' I want to tell you that I didn't know life until I had left school. I'll be honest with you. The life that I've encountered since school-days were over has taught me far more than I learned in classrooms or lecture halls. At least, that is the way I feel about it."

"I think you are right. I shall be honest with you in my turn. To me, education means life, a way of living. When I use the term 'life' in my thinking, I have in mind those facts and circumstances of being that we call acts or deeds. I have in mind our inner thoughts, reflections, speculations, reasonings, meditations, if you will. I include in the term our emotions or feelings. You see I am not trying to define life. I am merely trying to explain it. Life means being—powers of doing, acting, thinking, and feeling and the actual doing, thinking and feeling according to these powers."

"Well and good, but we business-fellows like brevity. You schoolmen often fail to practice what you preach concerning discourse. Can you bring this discussion into focus so that I can follow it as an ordinary mortal may be expected to do, and an interested one?"

"Here, I have it. How will this do? Life is the sum of all my powers as I see them in action or as others see them in action or know that they are in action—my powers of doing and acting; my powers of thinking, reasoning, reflecting, speculating; my powers of feeling. Is that to the point? Let us sharpen it a bit. A living being acts, thinks, and feels. What more can he do?"

"I congratulate you. You outdid yourself that time. To be serious, I like your ideas. They are somewhat new to me, but I suppose that they are an old story to you. Life is the sum of all our powers as we or others see them in action or know that they are in action. That's hard on some of us. Why, professor, I wonder—I wonder if I am really alive. But you know as well as I do that we got precious little of this sort of thing when we were at school. I tried hard sometimes, but somehow I just couldn't see the sense of doing something that I was told would benefit me when I was forty. I'm forty now, and I'll have to admit that many of the solemn prophecies I heard in the classrooms twenty or twenty-five years ago haven't come true. And yet, those schoolmarms were sincere. They had to use strong-arm methods at times, poor souls. I can't blame them. We deserved worse treatment than they gave us. God bless them is all I have to say as I look back through the years. They have stood behind us pretty well."

"Indeed they have, Janeson. I happen to have walked in the academic atmosphere a little longer than you have, but I want to tell you that the person who really started me thinking was a keen little woman I had for a teacher when I was thirteen or fourteen. Here is the difference. If you will follow young Maurice in his school-work, I am sure that you will discover that the work of the school of this day emphasizes activities of life as he and Janice and their schoolmates are being called on to live those young lives now, in the present, and as they will be called on to live them in the future. We try to educate today for present living and for future living. Do you detect a significant shift in emphasis?"

"I believe I do. It is needed. Sometimes I shudder when I think of the world of the next generation into which those youngsters of mine will have to go."

"You shudder, Janeson? We schoolmen don't shudder. How could we? Why should we? We have no right to do so. We teachers see only about half or even less than half of the greatest results of our work. We aid in the construction of a generation, and by the time the generation is in the saddle, we have gone. We know that our democratic life has become very complex, but we know the young people who are passing through our schools today, and we love them, and we admire them. They are outspoken, they are audacious, they are frank, but they are living and learning how to adjust themselves to a different type of life from that which you and I knew a quarter of a century ago. Janeson, they want to think for themselves, but there are insidious forces in this national life of ours that refuse to allow them to do so in many instances. We schoolmen have absolute faith in the boys and girls of the rising generation. They are the hope of America; they are the hope of the world."

"I believe you, professor, for I know that schoolmen and school women do have faith in their work. And as a father, and a somewhat dubious father at times, I like to hear you speak so confidently about that boy and that girl and hundreds and thousands like them. Now, let me see. Am I getting all this that you are saying? You have said that education is essentially life, a way of living."

"That was my expression. I believe with all the powers of belief with which I am endowed that education is essentially life, a way of living. It is life as any individual is being called on to live it now, today, in the present, and as he will be called on to live it in the future amid all the complexities of modern democratic society."

"Professor, where does this thing take place? Where does the school enter in here? There is little about the school in your explanation. I send Janice and Maurice to school to get an education."

"The school is just one educative agency, but a very important one. Anything that serves as an aid to a person in attaining a better, a richer, more complete life, is an educational institution, in my scheme of thinking. An institution, you know, is a necessary concomitant for the realization of a higher and a better life. Schools are necessary. That is an absolute article of faith with our American people."

"I am not certain that I am following you. If I were swimming under similar conditions, our friend, the life-guard, would be rushing to my rescue. Let me see if I can follow you. The church is an institution, is it not?

"It certainly is, but, mind you, I am not thinking in terms of brick and mortar. I am thinking of institutions in terms of life and character and personality. Yes, the Church is one of the most potent of all institutions, and so is the home, and the market-place, and the theatre (or at least we know they should be),—so are any life agencies that contribute to the stimulation and enhancement of life in the higher and better senses in which I am using the term."

"You will understand me, I am sure, when I tell you that I think you schoolmen have your work cut out for you according to a large pattern. Now consider that young barbarian of mine, Maurice. Why, I'm tired out from having him on my hands steadily for three weeks. He's a whirlwind of energy."

"We are well aware of the task before us. We encounter your whirlwinds by dozens, and hundreds, and thousands, and we accept the challenges they throw us."

"Well, if I can get him up to manhood safe and sound I shall be thankful. I want to see the little girl just as useful a citizen as the boy."

"Of course, you do. I wonder what you mean by your expression 'getting him up to manhood,' or, let us say, getting them up to adulthood?"

"Oh, . . . with necks that aren't broken, with some honor and virtue left in them, with ability to shift for themselves, with honesty and industry, and pluck, and ambition."

"We are not very far apart in our thinking, Janeson. In the parlance of the schoolman, your paternal wish signifies that you intend to assist these children of yours to pass through the life-process in such a way that the self-centred, dependent individuals who are playing out there on the sand will be changed and transformed some day to altruistic, benevolent, serviceable, social beings that give evidence of possessing distinctive personalities."

"Exactly, but I don't want to do it all for them. I had too much done for me when I was growing up. I want them to bring about a great deal of the change and transformation for themselves."

"You have the right idea in mind. We of the schools want the powers of children to be so guided and directed in doing and acting, in thinking, and in feeling that the children will bring about changes and transformations in themselves."

"Some of the things I know best I taught myself. I thought them out, and in that way I knew what I was trying to do and I learned them."

"You enlist on the side of modern progressive education when you make that statement. Thinking, reasoning, self-help, self-teaching, self-guidance, purpose, wholeheartedness—all under wise guidance and insight into human behavior in general and the nature of the child in particular—are keynotes that are influencing more and more the tone of activities in our schools of the day. We intend to have children purposefully and wholeheartedly compass a major portion of their potential life of the future in the actual school life of the present."

"Say, I want to tell you that I liked what you had to say a few minutes ago about powers of life. Do you recall your comments?"

"If you will allow me, I'll modify the thought so far as the actual wording is concerned. Education is the wise guidance and direction of enormously important powers in a human being that result in changes or transformations in doing and acting, in thinking, and in feeling."

"Come to think of it, this sounds familiar to me. I heard a talk on 'The New Education' at a club luncheon last spring. As I recall the substance of his address, the speaker defined the 'New Education' just as you have done."

"That's it. The New Education. Emancipation of learners from textbook tyrants, from coercionists who see nothing in learning but extrinsic subject matter studied under compulsion. Emancipation of learners from men and women who try to break their spirits. I cannot tolerate such creatures. I don't like to be in their presence. I beg your pardon. My anger got the best of me for a minute. A great day in education is in the morn. The child and the learner are coming into their own. A father is fortunate to have children at school in such a day."

"I trust that my next request will not overdo a good thing. I have taken up a greater part of your afternoon, but you seem to have enjoyed it

as much as I have. Will you be good enough to give me your explanation of education as you have worked it out here this afternoon? I have two children to get ready for living. I've learned that I need all the assistance I can get."

"Let us call it 'The New Education for Complete Living.' Here it is: Education is essentially life, a way of living. It is life as the individual is being called on to live that life now, today, in the present, and as he will be called on to live it in the future amid all the complexities of modern democratic society. It is a process of living whereby an individual is changed or transformed, or better assists in changing and transforming himself, from a self-centred, dependent, individual human being to an altruistic, benevolent, serviceable, independent, social being that has a distinctive personality. It is the wise guidance and direction of enormously important human powers that result in changes in doing or acting, in thinking, and in feeling. It is a series of experiences by means of which an individual is adjusted or better adjusts himself to his environment which is ever-changing."

"Thank you. This has been time well-spent. I shall have information to digest during the ensuing months. By the way, you said something about activities of life as the intrinsic subject matter of education. Are you schoolmen doing anything about rooting out some of the trash that has been taught in the schools?"

"Our attempt to do so is a sincere one, I believe. We believe that the activities of the school should reproduce the activities of life as far as it is practical and possible, and we believe that we must plan school activities definitely to carry over to life-situations, now and in the future. I gave you our ideal a few minutes ago. We want children to compass life potentially in the present activities of the school in such a way as to prepare them for present living and for future living."

"How do you carry out your ideas?"

"We examine life itself. More and more we are going to life which is the intrinsic subject matter of education. We see that man is active in certain very definite fields of endeavor. We know confidently, for example, that we must educate for health, for the vital health of the individual and for the health of the group."

"Fine. I begin to see it now. Edith and I have heard a great deal about health from the youngsters, who actually mean what they say. Brushing their teeth and eating spinach and carrots are not mere formalities with them, I have noticed."

"An individual is a member of a family. We must educate for worthy membership in a family group now and in the future."

"A great vision. Cut down the work of the divorce courts."

"A man or a woman is a member of a community, and so is a child. It may be a hamlet, or a town, or a city, a county, a state, a nation, and some of us hope, eventually a commonwealth of nations. We try to educate for worthy citizenship."

"I'll go the limit with you schoolmen on this matter. I want that boy of mine and that girl, too, to think for themselves, and to act honestly and independently as citizens."

"Incidentally, we look on them as citizens now, citizens who are preparing for the great privilege of citizenship, the use of the ballot. Our modern schools have all the characteristics of the commonwealth that are worth having."

"We educate for vocation, for we believe in some respects that vocation is the essence of the best there is in a man."

"Professor, if the schools will give business men products that are like the proverbial pegs that behave properly, if the schools will give us round pegs that will fit in round holes, and square pegs that will fit in square holes, we business men will say that you of the schools are doing a great work."

"At least, we want to guide boys and girls away from blind-alley jobs to worthy vocations that will bring out the best in them according to their attainments and abilities."

"And teach them to play, to get away from the grind of the work-a-day world, to forget it for a time."

"That is a great problem that is growing more huge. But we are endeavoring more and more to educate for the wholesome and worthy use of leisure time. We want human beings in the midst of this complex life of the day to learn to play, to relax, to re-create themselves, for many of our generation have failed to learn these things."

"Yes, professor, and remember to teach them to play the game actively, not vicariously by being members of a group of ten thousand fans who are watching eighteen men in activity."

"A game for everyone that can play is the objective, I understand, and everyone in his game."

"Now then, can you fellows teach people to think straight?"

"I am a teacher. I deal a great deal with products of thought. I am not certain how well we succeed in leaving a technique of thinking with our learners. We recognize that human beings need command or mastery of some fundamental processes, and we try to give them such mastery. I have in mind talking, doing mathematical computations, using letter symbols and figure symbols and word symbols, and thinking and reasoning."

"It's very interesting. I should like to hear you say something about character in the learner."

"Janeson, don't you agree with me that the whole thing I am talking about is education for

character, for personality, for everything that a man is as a social being? To be sure, we recognize that one of the most significant fields of man's activity is the moral life or the ethical life or the religious life, if that is what you have in mind."

"And one word more, professor. How are you going to accomplish all this?"

"In just this way. Learning is activity, a matter of responses to situations. To put it briefly, learning is a series of modifications in the nervous system of the learner. In any one of these fields of human endeavor that I have mentioned and in all of them, we try to leave with the children, fundamentally through their own activities, a basic equipment of habits, attitudes or appreciations, skills or abilities, knowledge, and ideals. We shall have to discuss these terms at some other time."

"I've enjoyed this talk. I'm grateful to you for a worthwhile afternoon. It is a good thing for schoolmen and fathers to come together with their common problems. How about it, professor? Let's play. Let's take a dip. The tide's about right. I'll meet you here in fifteen minutes. I'll take the family along with me. Can you gather yours together?"

I sat for a moment and looked out at the ocean. I seemed to hear a note of approval in the ceaseless wash of the waves on the sands of time that lay before me, for after all life is nothing new, and this New Education is merely a point of view which has resulted from modern research and inquiry. And I thought to myself as I walked to my room that it is a wonderful thing, this new idea of education for complete living, a way out for humankind to better and richer and more complete generations that lie ahead.

Traveling Through Tropical Isles

(*Fourth Article*)

By L. H. PUTNEY
Boston

The Virgin Islands of the United States.

Even a most casual visit reveals the existence of a deep undercurrent of dislike for the United States on the part of the inhabitants, although they voted to come under the Stars and Stripes. Undoubtedly part of this springs from a natural ingratitude, which was just as pronounced during the days of Danish control. Yet if many are to be believed, conditions were better then than now, for at least the Danes were not "negro haters," as every American seems to be regarded. The situation is much aggravated by the rigid color line drawn within official circles in spite of the fact that the Virgin Islands are for all practical purposes a black country. The governor keeps a list of persons who may be invited to Government House, and no one with the least negro blood in his veins is suppposed to be on it with the exception of the accredited representatives of foreign powers. Not only are the most prominent business men in St. Thomas omitted, but even the members of the council itself. Although we have lived in the South many years, we feel that if naval officials cannot assume a more diplomatic attitude, they should be relieved of all responsibility for the government of the Virgin Islands.

Space will not permit us to describe the many customs which are peculiar to the Virgin Islands, but we must say a few words about the industrial situation. Fifty years or so ago Charlotte Amalie was the most important entrepôt in all the West Indies. It had a population as large as that of the entire group today and was a hive of activity. For a half mile or more Dronningens Gade was lined with warehouses, each of which had its own wharf and tramway. To this busy little port were brought the wares of many countries to be transshipped to the lands bordering the Caribbean, and hither were conveyed all sorts of tropical products for exchange. The place was a rendezvous for ships of every flag. They came here for their mail and orders, and to sign their charter party agreements for the next voyage. But with the coming of the cable and the disappearance of sailing ships all this changed. Today St. Thomas is only a relic of the past, its sole industries being the manufacture of bay rum and the occasional coaling of some steamship. This coaling, by the way, is largely done by women, who carry the coal aboard the ships on their heads in baskets holding half a bushel or so, and for this receive one cent a basket.

Except in the case of the Cha-chas, descendants of French pirates who had their haunts on the adjoining island of St. Bartholomew, the people of St. Thomas raise very little in the way of vegetables and fruits; in fact, such articles have constituted an important import. St. Croix, on the other hand, is strictly an agricultural island and produces large quantities of sugar cane. It boasts two very good towns—Frederiksted, the port, and Christiansted, the seat of government. Between the two there stretches an amazingly good though dusty road over which operates a somewhat pretentious bus that hardly seems to harmonize with a landscape so suggestive of Denmark, for you are constantly passing the ruins of

what were once old stone mills and residences of Scandinavian architecture. St. John, the smallest of the three islands, is devoted very largely to cattle raising. Its principal export is an oil made from the leaves of the bay tree which grows wild all through the island. Over at St. Thomas this is mixed with alcohol and water to form the bay rum of commerce.

The most pronounced change which has taken place in the Virgin Islands since their transfer to the United States is in the field of education. Although statistics for the Danish regime are lacking, that there must have been a fairly efficient school system is indicated by the fact that as many as 98 per cent. of the inhabitants were literate at the time of the transfer, a percentage far in excess of that of many of the states back home today. Probably the superiority of the present system lies largely in a more liberal curriculum and the higher proficiency of the teaching corps. Even so, one continually hears the natives wishing for a return of "the good old Danish days," although the better informed ones seem to appreciate the advantage of the present system.

There may be some truth, however, in the claim that the relaxation in discipline which has taken place both in and out of school has resulted in a marked lowering of morals on the part of the young people. It is said that one hears on the streets many obscene remarks that would not have been tolerated by the Danish authorities. Be all this as it may, the fact remains that the children of the Virgin Islands of the United States are enjoying by far the best educational opportunities to be found in any of the Lesser Antilles.

Last year the enrollment in the public schools was over three thousand, while 1,162 other boys and girls attended private schools (principally Roman Catholic). The total expenditure for public education was $83,718 (Danish) as compared with $19,506 in 1917-18. Most of this money came from an appropriation made by Congress. Of late the actual expenditures have been cut down both by Congressional action and by the arbitrary refusal of the governors to allow all the appropriation to be expended. This latter policy has had a most discouraging effect on the teaching force, for the department of education has been unable to grant the salary increases promised to those who met the statutory requirements.

The educational system in the Virgin Islands has the earmarks of a thoroughly up-to-date American system. It is organized on the 6-3-3 plan, although at present no senior high school work is being done. Manual training and home economics are taught, and the work in woodworking and sewing is especially well done. As a part of the home economics work an effort is being made to keep alive some of the old Danish embroidery. School nurses, physicians, and den-

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FOR TEXTBOOKS

School Problems

Edited by a School Executive

154. Who should pay for a testing program? (Maine.)

The school department if they use it. Testing is a recognized educational means of understanding pupils today, and school boards who understand its value are usually willing to pay for it. The value is the point. There is still a lot of testing done with results filed, and that is all. That is money wasted. The results should be made to function, and it is an easy matter to show a school board that testing as a means to better grading and adjustment, both individual and group, is a wise economic procedure.

155. In hiring teachers how much stress should a superintendent lay on personality? (Alabama.)

He should lay a great deal on it. It is the place he starts. Teaching is a human business, and unless a candidate has a sympathetic, forceful personality it makes little difference how much he knows, he can't teach, for he teaches people, other personalities. For this reason I have no patience with superintendents who hire teachers by mail unless it is an absolute necessity. They need to see the candidates. Personality is where you start in choosing a teacher. Training and experience come afterwards.

156. Can a principal devote two-thirds his day to instructional supervision? (New York.)

He cannot. I read that recommendation in a new book on supervision myself the other day, and I would like very much to visit a school where a principal devotes that much of his time to instructional supervision (emphasis on the instructional) and see what becomes of all the other duties that the average modern school system relegates to him. No; he can't give that much time, as I see it. Supervision is his most important duty, and I know a few principals who try to give half of their time to it, but even at that few of them make it.

Most principals need more clerical help to free them for more supervision.

Then social supervision is quite as important as instructional supervision. The atmosphere of a school is the place to start for success, and the atmosphere is largely in the control of the principal. The pupils and teachers take on what he expects and radiates, and radiation by absent treatment is not very successful. He must be on the job, and that takes time. But two-thirds is too large a figure as I know schools and principals.

157. Do you think smoking is on the increase with our women teachers, and what can we do about it? (New Jersey.)

I do not think it is on the increase. A tobacco dealer told me the other day that the saturation point in the sale of cigarettes had been reached and the month of April showed a falling off. Now whether this falling off includes teachers or whether the falling off is so great that teachers are coming on I don't know and I don't know anybody that does. My judgment is simply based on the block of teachers I know well, and about as many of them smoke this summer as smoked last winter. No more, no less.

"What can we do about it?" Don't hire them if you don't want them. For a long time some places didn't hire bobbed-haired teachers, and now the style of letting your hair grow is coming in again. Maybe the style of women smoking will go out and something else will come in. Who knows! In the meantime there is nothing against putting it on your application blank. If your smoking woman teacher is on tenure, of course you have to prove it "unbecoming conduct," or whatever your particular law specifies as headings for dismissal, or keep her and hope for better times.

158. Where can a classroom teacher find time to read educational journals? (Massachusetts.)

Where she finds time to do other things, in the waking hours of her twenty-four. And if she can't find time to read some educational journals she can't find time to teach. That is sure! For to keep abreast with the growth of education as a science you must read educational journals, both general and specific, and if you don't read them and don't keep abreast of the times educationally then you are not doing an up-to-date teaching job, which is the only kind of real teaching there is. Out-of-date means dead when it comes to teaching.

And why the "classroom teacher"? Do you fancy for one moment that she has less time for reading than the principal and superintendent? That is to laugh! I see a superintendent working over his city desk in the July heat, trying to get five days off in August. Ask some classroom teacher in a college who has been principal and superintendent. He will tell you, you are not of necessity the "jammed-in" point of the system. Budget your time and then use your budget is the answer to your question, and if you would know real happiness based on growth and power as only real happiness can be founded, do it quickly.

Traveling Through Tropical Isles

(Continued from Page 215)

tists are provided, and there are special teachers of music and agriculture, and a director of playgrounds. In this connection mention must be made of the interest that has been taken in the work of the schools by Edwin Gould of New York City, who not only has provided equipment for the playgrounds in St. Thomas, but a large collection of books for the school libraries.

Achievement tests are being given systematically in all the schools, and apparently the teachers do not resent being required to spend a part of Saturday grading the papers. This was a notable contrast to the situation three years ago when the director of education was experiencing considerable difficulty in his efforts to hold teachers' meetings. On the whole we would say that the teachers of the Virgin Islands compare quite favorably with any similar body of negro teachers in the Southern states, in spite of the fact that very few of them have had the opportunity to attend a normal school. In an effort to stimulate better work, each year two teachers are given scholarships which will enable them to attend the summer school of the University of Porto Rico without any expense to themselves.

Recently a survey of the schools of the Virgin Islands was conducted by a commission headed by Dr. Ryan of Swarthmore College. As this commission stayed on the job long enough to grasp the difficulties of the situation, hopes are entertained that its report may influence the hierarchy of the Navy Department enough to bring about a more sympathetic attitude toward the work of the educational authorities. Since the islands are very poor and unable to bear the expense of it themselves, more liberal appropriations by Congress are absolutely essential if American standards are to be maintained. This will never result until the director of education is consulted directly in determining the budget, and is given a free hand in spending it. New school buildings are greatly needed in all the islands. Not only are the old Danish buildings still being used, but many of them are in very bad condition, partly as a result of the hurricane of 1924. Provision should also be made for a school for white children. At present there is no such school in the islands, and those children have to depend on tutors or on home instruction.

The big problem confronting education in the Virgin Islands is one common to all such remote regions—how to make the schools fit the economic needs of the people. It is so easy to give a people the sort of education that it cannot use to make a living and nothing is more sure to breed discontent. It has been our privilege to observe

(Continued on page 226)

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Mornings in the Out-of-Doors

During the coming year, once each week, Mr. Egan will take the children on a delightful ramble in the out-of-doors. Each ramble will deal with some remarkable thing found in nature; something that indicates far-seeing wisdom or character, or appreciation of beauty. In order to make these rambles as real as posible Mr. Egan calls himself Uncle Jed; Jed, of course, being the abbreviation of Journal of Education. We trust that this series will give both teacher and pupil an insight into the wonders of the world about and lead them to see purpose and design everywhere. We suggest that following the reading of each ramble the class look up the matter in reference books where illustrations and additional information will be found. —Editor's Note.

The Inventor of Waterproof Cement

Good morning, girls and boys:—

While I was waiting for you I sat here on this rock looking down into the clear waters of the brook. I saw something very interesting crawling along on the bottom. I wonder if you can see it also! You will have to look very sharp right close to that little pile of stones. There! Did you see it move?

That is the grub from which the caddis fly grows. If we take him up out of the water we find that he has made a little house for himself out of bits of straw and little sticks and grains of sand. He has glued all together with a cement that does not soften in the water. Notice how very clever he is. He does not want the sharp eyes of the trout to see him there on the bottom, so he has pasted little pebbles all over himself in such a way that, when he is still, you would declare he was nothing but a part of the brook's bed.

His little home is quite hard and quite heavy, too, but in the water, where everything is lighter than on land, he has no trouble at all in moving it about. When he wants to move he sticks his head and shoulders and forelegs out of his house and drags himself along.

I think that the grub of the caddis fly is a perfect example of self-reliance. I think, too, that the grub of the caddis fly in some way or other has come into a wisdom that is beyond the reach of man.

Let us put the little fellow back into the water again and, as we watch him crawl away, think a second of the sturdy little character he has and the ability he has shown to take care of himself under very trying conditions of life.

Goodbye. Make this a happy, useful day in school.

Uncle Jed.

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Harvest Time

We have come again to the beginning of another school year. I wonder if you girls and boys understand the real character of the work you have been doing yesterday, and are about to do today and tomorrow and every day. When you go into business, later, you will be concerned with the making of material things. You will be busy building houses and furnishing them, turning wheels and guiding machinery, bricks and mortar will take form under your hands, and the raw materials of the world about will fashion themselves into wonderful things for use in the daily lives of your fellowmen. Your hours will be hours of buying and selling in spite of all you can do. You must buy and sell in order to live.

But the years of your school time are different. They are years in which you neither buy nor sell. Every thing is given to you and you have but to stretch forth your hands to touch the richness that has been treasured up for you by all the men that have gone before you. You are in a vast harvest field in which the royal wheat shines for you full and golden and beautiful. Wherever you reap a stem of it, three others spring up. You can reap and thrash and grind into bread all day long and need not move out of your tracks to do so. There is always a new harvest within the sweep of your scythe. You know exactly what I mean. The harvest I speak of is unending because it is the spiritual harvest whose wheat is learning and whose scythe is industry, and whose owner is that boy or girl who looks upon it with a longing eye. Glorious, wonderful days of harvest time! How rich and abundant will be the lives of those who harvest and garner and store away. For them there will never be any lack of bread.

The Candy Man

There was once a miser who lived in a candy house by the side of the road. The window glass of this house was made of the purest of sugar candy and let in the light so beautifully that geraniums blossomed in the warmth on the coldest winter day. The door knobs were lolly-pops and the roof was tiled with the brownest of peanut brittle, which sweetened the rain as it ran off into the rainbarrels. The stepping stones that led up to the house were made of course of chocolate peppermint patties, while the fence posts were the purest of stick candies. One day a little boy and girl came by. It was a sweet day in spring. The apple tree had given them a pink bud as a gift; a violet had laid a purple flower in their hands, a song sparrow had sung his sweetest song for them, a brook had given them a delightful drink, the horns of the clover blossom had gladly sweetened their tongues with clover honey, while dandelions had woven of their yellow flowers beautiful chains to go around their necks. All nature had been generous, but when they came to the miser's house and asked for a tiny piece of ribbon candy that served as fence wires between the stick candy posts, the miser drew down his black eyebrows and turned down the corners of his mouth and growled: "Get away from here, just as fast as you can. I don't want you even to smell the sweetness of my candy house." The poor children did not know what to do. They could only stand and gape at such an unmannerly man. Then the boy stuck his forefinger in his mouth (it was a bad thing to do of course), and then the girl stuck her forefinger in her mouth (that was a bad thing to do, of course, also), and the two stood with their forefingers in their mouths and gaped at the unmannerly man. Now it happened that the South wind heard and saw all that was going on. "I don't like it," he sighed to the branches of the green pine tree. "I don't like it at all." "What can you do about it?" murmured the pine tree. "Do about it?" sighed the South Wind, "Look off to the south and see what I shall do about it. Here come my fellow winds each with a dark cloud sack over his shoulder. Each cloud sack is full of rain and in and out through the rain swim the bright wriggling lightning worms. It doesn't really pay to be selfish in this world, especially if you are the sole owner of a candy house." A moment later the winds had arrived puffing and groaning under their dark sacks of storm. "Open 'em up," shouted the South Wind. "Open 'em up! Let

out the rain. Let it drizzle, let it sizzle, let it be nice and warm so that it will melt the house of the unmannerly miser. Let out the lightning worms, too. Let them lick up the roof and swallow the fence posts and crush all the peppermint patties." What a ruin there was when the storm broke. Down into the gutters poured the roof and out of the gutters into the rain-barrels, which grew bigger and bigger until the whole house had flowed into them. While all this was going on the two children still stood in the road with their forefingers in their mouths. "I think we had better be going," said the boy. "Perhaps we had," said the girl. "Wait a moment," said the unmannerly man, "and I shall go with you." But, alas, the storm passed as fast as it came. The sun came, but the man's feet were stuck fast in his own half melted doorstep.

A Rough Road

Coming into Boston along the beautiful riverside drive that skirts the Cambridge side of the Charles River a person dips under a railroad bridge, crosses a canal and suddenly finds himself jouncing and jostling along one of the roughest roads in the United States. Up and down rumble the front wheels. Up and down chatter the back ones. The body of the car squeaks and groans and complains. The people in the car hang on to anything within reach and stand in constant peril of having their brains dashed out against the top of the sedan. The road itself is made of cobblestones, unevenly placed with holes here and there, that serve as pitfalls for the unwary ones. One cannot help marveling that enlightened people tolerate such conditions in a road that is of such importance as the one about which I am writing, and yet, perhaps, there is a reason deeper and truer behind it all than people who do not know where that road leads appreciate.

If a person rumbles and jostles and sways and plunges and bobs up and down long enough, he comes to a long bridge crossing a half mile of dingy, smoky railroad tracks. The air here is always foul with the panting breath of locomotives. Beyond the bridge, where the road divides into four others, looms up a gloomy building with smoky windows across which are welded bars of solid steel. The rough road leads, at last, to the Charles Street Jail.

One morning I paused at the corner of the jail, where all the roads meet. I looked down each. Every one was as rough and forbidding as the one I had just come over. "It is said," I thought, "that not only are all the roads that lead to this jail rough and full of discomfort and misery and neglect, but all roads that lead away from it are in the same condition. Perhaps Cambridge and Boston, in permitting such roads to exist in this spot, are unconsciously driving home a great lesson to those who pass over them."

The Song Sparrow

A song sparrow has built her nest in my wistaria vine. What a delightful neighbor she has turned out to be! Today as she busied herself back and forth carrying insects to her hungry brood I amused myself by jotting down on paper a few of her fine neighborly qualities. I was surprised, as I wrote, at the lessons she teaches all of us superior beings who build houses and then move our worries and unhappinesses into them. Here are a few notes from the many that I wrote:—

Item 1. Mrs. Song Sparrow is the busiest little person that I know. She never wastes a minute. She arrives with a nice green bug, darts into her nest and feeds it to her young and darts out into the air again to wheel away on swift wing for another insect.

Item 2. Mrs. Song Sparrow knows how to build the dearest little nest that you can imagine. I peeped in when she was absent and suspect that some of the soft feathers I saw lining the cozy home were pulled from her own breast. What a wonderful lesson in unselfishness! How many human mothers and fathers do that same thing, only instead of feathers they line the home-nest with little acts of sacrifice.

Item 3. Mrs. Song Sparrow minds her own business. That is a most neighborly thing to do. She has no time for idle gossip, I am sure. She never carried an ugly story in her life. She never quarrels with anyone, not even with the little white dog that sits on the porch and watches her as she comes and goes.

Item 4. Mrs. Song Sparrow is anxious to do her bit in making the neighborhood a lovely place in which to live. At the very break of day she sits on the ridge-pole of the house and sings the very sweetest of morning songs. There is a gay lilt in it and a happy bubbling over as though her heart were just full of joyous things. What a happy, cheerful way to start the day!

Item 5. Without Mrs. Song Sparrow I am sure the neighborhood would not be so nice a place. Her little brown self adds a touch of spirit as she flashes in and out among the flowers. She is the winged neighbor. All the rest of us must plod along on two dull and heavy feet. Mrs. Song Sparrow can visit the clouds and the treetops and skim over the very tips of the blue chickory. She can do the things that we can only dream about.

The Beautiful Country of Smiles

By Will Chamberlain.

There's a land without mar, so they tell, but it's far,
And only by blissful feet trod,
Lying back of the beam of the red twilight star,
In the marvelous country of God.
They say there are valleys of velvety green,
And hill-paths and mystic defiles
In that place, and they call it—O rapturous scene!
The beautiful country of smiles.

My grandmother told me when I was a tot
Of that region of all the most blest.
She said one might glimpse it perhaps, perhaps not,
Just there where the sun kisst the west.
But she went on to say that a far better way
To see it—that loveliest land,—
Was to do something nice, or a gentle word say,
And lo, it would be close and grand.

I found that was true, as towards manhood I grew,
For, whenever my heart had a beat
Of kindness, I always was given a view—
At home, in the field, on the street—
Of that realm I discovered is often quite near,
And not afar millions of miles,
But for us may be pictured the splendor, the cheer
Of the beautiful country of smiles.

And so, little girl, little boy, may I ask
That you ever a lookout will set—
It's easy—you never will find it a task—
To catch that dear land in your net.
This sounds like droll magic, I know, but when you
Forget self, and likewise the wiles
Of the world in nice deeds—it will leap from the blue—
The beautiful country of Smiles.

Four Essentials

Four things a man must learn to do
If he would make his record true;
To think without confusion clearly;
To love his fellow-men sincerely;
To act from honest motives purely;
To trust in God and heaven securely.
—Henry van Dyke.

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EDUCATION IN ACTION

American Colleges Amaze Oxford Men

Thirteen young Englishmen, unofficial representatives of the colleges of Oxford University, England, on a tour of the American universities in the East, expressed extreme surprise at the amount of money being "thrown around in this country" especially as evidenced in new buildings for educational institutions. It was of especial moment to one undergraduate that so much money was being seemingly wasted in this country. He said he expressed the opinion of his comrades. "We see buildings everywhere," he said, "that must have cost much more than their function warranted." He was concerned with the enormous expenditure of American universities for libraries and other "little outbuildings." Another student of the group thought that "the money that must have been expended for the construction of the Yale Bowl might have been put to much better usage, especially since the Bowl is used for only one large game a year."

Co-operative Library For Kansas Schools

A co-operative library in Osborne County, Kans., is maintained by the payment to the county superintendent of $5 a year from each district for the purchase of books. The plan gives each school access to a larger number of books than could be obtained through individual purchase, and care of the books in a central place eliminates the danger of loss by theft during vacations.

Fraternities Are Criticised

Cornell University declined a $1,000,000 bequest from Hayward Kendall, Cleveland coal operator. It had to. Kendall's conditions were that fraternities be abolished and that male and female students attend separate universities. Kendall complained that male students were being disturbed by "bare-kneed cuties all scented up with black narcissus." This is not the first time such criticism has been heard. A. B. See, elevator man, has not been very gallant about women. Not long ago no less a college authority than the Yale News assailed fraternities for "implanting in students' minds a false idea of life values and turning four pleasant years into a constant flow of regrets." Fisk University got a shock when John D. Rockefeller, Jr., in a commencement day address, said many young people would do better if they did not go to college. But such criticism does not turn youth away from college. More people go to college today than ever before—some 850,000 in fact. Within thirty years the number of students has increased six times. The fact that the number of people after white-collar jobs is growing is said to have contributed largely to our changed economic condition and robbed the trades of apprentices.

Russian Exiles In Correspondence School

The work of a school of which the pupils and many of the teachers are exiles living in almost every country of the globe and dreaming of an ultimate return to Russia was described recently by Paul B. Anderson, director of the Russian Correspondence School of the North American Y.M.C.A., Paris, on his return from Europe. The 7,000 pupils, who are scattered through fifty-one countries from Poland and Bessarabia to Australia and Mozambique and having almost as many different occupations—twenty of them are serving with the French Foreign Legion in the deserts of northern Africa—are drawn almost exclusively from the Russian professional classes; they are not aristocratic emigres. Fourteen of the professors are Russians distinguished for their work in the fields of science and philosophy. The teaching of the school is not directed solely toward fitting a man for earning his living. It is doing its best to preserve and stimulate the old Russian culture and to provide that philosophic and spiritual background which, in a greater degree than to any other race perhaps, is so necessary to the Russians.

French Adopt Harvard Methods

American methods of teaching business administration are about to be imported by France. The Ecole des Sciences Politiques in Paris is preparing to add a fourth department to its school, in which will be used exclusively the methods and materials supplied by Harvard University's Graduate School of Business Administration. This importation, which is expected to mean a wider use of American business methods in France, consists almost entirely of the "case method" of teaching. Until there have been gathered in France a sufficient number of cases of actual business problems and decisions suitable for teaching, Harvard will lend the cases gathered by and for itself. This importation is backed by some of the leading banking and manufacturing associations in France and in continental Europe.

France Plans School Growth

France is about to embark upon a vast program of educational extension. This is largely due to the persistence of the present minister of education and fine arts, M. Edouard Herriot. Inspired by the initial success of the Cité Universitaire, which will soon provide quarters for the students of nearly a score of nations, he has seen the possibility of giving France a unique position in the intellectual world. The next French Parliament will be asked, M. Herriot has informed his colleagues, to vote credits for the extension of the Cité Universitaire movement to the provinical universities. In addition, more extensive interchange of professors with foreign universities and awarding of scholarships for study abroad, are to be arranged. Offices are to be established in the principal countries to give information concerning the curriculum of French universities and colleges. No less important is the ministry's decision to create special lyceums, or high schools for foreign youths intending to spend a year or two in France.

Trial Promotions In Baltimore Schools

An increase of approximately two per cent. in the rate of promotion of children in elementary schools of Baltimore is attributed to improved classification, remedial instruction, homogeneous grouping, and trial promotion of pupils whose scholastic records were border line. More than 2,800 pupils were promoted on trial last year at the end of the second semester.

Carolina Colleges For Colored Students

Five colleges for the higher education of colored people are maintained in South Carolina. Four of these institutions are under denominational control and one is supported by the state. They have a total enrollment of 4,112 students under an instructional staff of 172 persons. The five colleges own property valued at $2,402,413 and endowments aggregating $313,000 are held by three of the institutions.

Warns Fascists Abroad To Attend Italian Schools

Italians living in foreign countries have been ordered to send their children to Italian schools instead of those of the nations in which they reside, under pain of being summarily expelled from the Fascist party in case they already belong to it. This order was issued by Piero Parini, secretary-general of the Foreign Fascist Organization, presumably with Premier Mussolini's approval. The section dealing with this subject declares in part: "Whoever does not feel these duties regarding the education and spiritual formation of his own children and does not see that in preferring foreign schools to our excellent Italian schools abroad is guilty of authentic defection and the lack of one of the essential duties of Italians who live beyond the confines of the mother country, and is without doubt a person incapable of comprehending the spirit and ideality of fascism. I direct, therefore, that those to whom the action in question may be imputed and who do not change their conduct following the warning by the secretaries of the various Fascios—and if they be inscribed in the party abroad—be summarily expelled for lack of national sentiment."

Instruction Given To Improve Indian Homes

The manner in which the Office of Indian Affairs of the Department of Interior is attempting to carry lessons in home-making to the Indian reservations through day schools is outlined in instructions to all Indian superintendents. The statement says in part: "The course of study stipulates that the housekeeper shall give one-half hour each day to home-making instructions for girls in the first and second grades and one hour each for girls in grades from the third to the sixth. The day school housekeeper should, through her home visits, have a very definite knowledge of the needs of the homes of her particular community and be able to render very valuable assistance in home improvement through this required teaching. In one of the day schools where there is a home economics teacher there are classes for mothers and older girls. All of the materials used are brought from home and the mothers and daughters feel very proud to take the results of their lessons home. The housekeeper must remember that all young girls and particularly Indian girls learn by doing. It will not suffice to talk to the girls about making bread or the proper way to care for babies. Each girl must actually make bread and must have the opportunity to do actual child care. The demonstrations and practice lessons may be given at the school, but great emphasis should be placed on carrying out the practice requirements at home. Through home visits the housekeeper will be able to check the results."

Chart Made Of Pupils' Records

The Pasadena Board of Education has approved a new system for maintaining records of the scholastic development of students. The system, known as the "child accounting plan," will take cognizance of the work of pupils from the kindergarten stage until the college period, constituting a continuous record.

Stockingless Girls Fired From School

Scores of girl students at the Lowell High School, San Francisco, Cal., were sent home by Miss E. Lacoste, vice-principal, because they appeared in class minus stockings. Her instructions were that when they returned to school they must be "properly dressed." Several of the girls reported that they had protested to the teacher, citing a ruling by U. S. Webb, state attorney-general, that cleanliness was the only requirement of the state in regard to the clothes of public school students. The state department of public instruction recently decided to take no action against the stockingless fashion.

Declares Schools Fall Short of Aim

Public schools at present fall far short of what their administrators pretend they are, recently declared Professor Daniel Harrison Kulp of the educational department, Columbia University. He humorously suggested that "they are good nurseries, taking care of the children when their parents have more important things to attend to." Quoting an educational bulletin to the effect that among the aims of education today are development of high moral character, better health habits, civic efficiency, worthy home membership, vocational efficiency and wholesome use of leisure, he called attention to an alleged statement of Elihu Root, that "more than one-half the eligible voters fail to exercise the franchise," notwithstanding what the public schools have done in behalf of civic efficiency. "Failure to develop the emotional side of life while spreading the intellectual in education is producing criminals. Every kind of vested interest in the land tries to tell the schools what to teach in order to further its own particular tenets," he asserted.

Farm Shop Visits Schools

Monthly visits of a portable farm shop to rural schools in the vicinity of Rockford, Mich., aid in giving practical instruction to farm boys in the principles of manual training. The "shop" was built by the Rockford manual-training class and it provides a convenient training room, containing several benches and fourteen complete sets of tools.

Baltimore Schools Co-operate With Courts

To avoid giving court records to children or the imposition of fines upon parents, a special school court is held once a week in Baltimore to handle attendance cases not recommended for actual commitment to an institution. The plan has the approval of judges of the juvenile court and it has proved so successful that fewer than two per cent. of the cases heard require subsequent attention of the judges.

THE ARLO BOOKS

MORE INTERNATIONAL NEWS!

At the Castine summer conference we had an opportunity to talk with Dr. Dora Wagner, of Germany, a special supervisor in elementary language. She took some of the ARLO BOOKS to read. A letter from her this week says:

"Dear Mr. and Mrs. Cobb,

Before leaving Maine I want to thank you once more for your lovely books. I have enjoyed them so much, and I shall try to make English beginners' classes read them in Germany.

Yours truly,

Dora Wagner."

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Virginia Takes New Steps to Aid Youth

More than $475,000 was spent last year in Virginia for vocational education, according to a statement by Harris Hart, superintendent of public instruction. Evening classes were held throughout the state in conjunction with the regular routine work in the schools. Virgina, once far down the list in vocational training, is fast becoming ranked with the leading states in the Union. Agricultural trades, industry, and home economics are carried on at certain state institutions cooperating with the State Department of Education.

500 Teachers To Be at Rutgers

The School of Education, Rutgers University, expects to enroll 500 New Jersey students in the extension course for teachers next term, Dean Clarence E. Partch said. He announced that forty-eight courses, twenty-five more than last year, would be offered this fall to aid teachers studying for bachelors' or masters' degrees. The enrollment last year was 200. The School of Education conducts courses in all large cities between Jersey City and Penns Grove.

Knights Templars Aided 8,398 Students

The Knights Templars of the United States have dispensed $1,342,000 in loans to students in three and a half years, between July 24, 1924, and December 31, 1927, and there is cash on hand of $218,000. The number of students aided was 8,398, of whom 3,342 are now attending school. The entire expense of the administration of the fund was $3,303.66, or less than one-fifth of one per cent. Students who have paid up their loans will receive a certificate of honorary membership in the Knights Templars' Educational Foundation.

Retrial Granted American Teachers

A sentence of three days, recently imposed by the Broussa Petty Court in Turkey on three American women teachers charged with religious propaganda, has been annulled by the Court of Appeals and the cases will be retried. The women are Miss Edith Sanderson, of Berkeley, Cal.; Miss Lucille Day and Miss Jennie Jilson. All are teachers in the American school at Broussa. The date of the retrial has not been fixed, although it is expected it will be soon. Miss Jilson, directress of the school, probably will be the only one to appear at the retrial, as Miss Sanderson has returned to the United States and Miss Day is teaching at the American School at Salonica.

TREND OF THE TIMES

WAR RENUNCIATION treaty recently signed in Paris found western Europe, with the exception of Germany, more heavily armed than in 1913. Upward 3,000,000 men are in actual military service. In artillery, in stores of munitions, in chemicals and in works for making gases, in aircraft, in tanks, in all the complicated apparatus of destruction the nations have a striking power immensely superior to that of 1913. And yet peace engagements of much formality have been adopted by European powers, at Genoa in 1922, at Geneva in 1924, at Locarno in 1925, and now, the most solemn of all perhaps, the Briand-Kellogg convention of 1928.

BRITISH EMPIRE is in danger of being turned into a counter for the display, not of British but of American manufacture, say certain British editors who show indications of actual panic over America's export prosperity. At the same time, instead of throwing up their hands in despair, they issue a rallying cry to British manufacturers to recognize the "American menace," and take means to meet it with all the force and experience of British commercial talent and tradition.

IMMIGRATION figures have taken a sharp drop in the last year, particularly from our two non-quota countries on the north and south—Canada and Mexico. There were fewer arrivals and more departures than last year, the net increase in the population as a result being 226,275, or 20.5 per cent less than the 1927 figures.

PAINLESS DEATHS for sufferers of incurable diseases will be legalized in Czechoslovakia according to an article in a Prague newspaper. This legalization will be provided in a new code now being prepared, the article asserts, but written approval by at least two physicians will be necessary before permission to inflict death is granted. The same code will exempt from punishment anybody helping another to commit suicide.

FLOOD CONTROL surveys are being made by army engineers on 140 different rivers. Secretary of War Davis has allotted $1,575,000 for these surveys and for investigations of flood control. Special attention is being given to flood control plans for tributaries of the Mississippi River, and for this survey alone $751,000, or nearly one-half of the allotment, is being expended.

DISRUPTION of industrial activity through trade disputes has declined steadily throughout the world since 1920, except in Australia, according to the National Industrial Conference Board. The most turbulent years of the eight-year period were 1919, during which 13,133,877 workers were thrown into unemployment by strikes or lockouts, and in 1920, when the total was 13,698,620, in this country, Great Britain, France, Germany, Belgium, the Netherlands, Canada and Australia.

COMPARISON OF WAGES earned by various groups of workers in the United States and in several foreign countries was made public recently by the bureau of labor statistics. The daily wage for bricklayers in the United States was reported at $12.56, while the highest foreign country was Germany, with $1.84. Carpenters in the United States received $10.16, as compared with England's $2.96. Building trade laborers in the United States were paid $4 against Sweden's $3.09. Farm hands, United States, $2.36; Norway, $1.28; coal miners, United States, $6.26 to $9.65; Great Britain, $2.02 to $2.65.

AMERICANS WANTED to use other people's money so much last year that they spent $1,254,289,000 in interest for the privilege. The figure understates the full amount, for it relates only to what was paid in interest on loans made at banks which are members of the federal reserve system. The capital amount of money borrowed from these member banks of the federal reserve system in 1927 reached the total of $23,279,515,000.

AMERICAN FARMS, in which the average investment was $15,445, report an average net return for 1927 of $1,290.

DEATHS from heart disease cost this country a billion and a half dollars, it is estimated, and the care of such cases costs another $100,000,000.

LATIN AMERICA now buys from the United States yearly $1,000,000,000 worth of goods, the value of one-half of our investments there.

The BOOK TABLE

QUESTIONS AND CASES IN BUSINESS LAW. By Clyde O. Thompson, High School, Mount Vernon, New York. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a pioneer in the field of providing at minimum cost a highly satisfactory complete treatment of a special subject. It treats the subject of Business Law by the Case Method and uses the question scheme. It covers all forms of contract, negotiable instruments, guaranty and suretyship, bailment, insurance, real estate, partnership, corporation and torts, including assault, malicious prosecution, slander, libel, trespass, and nuisance. In every subject there are special cases, usually from five to ten specific cases.

The definiteness of the method and the significant results produced are characteristic of all the work done in the schools of Mount Vernon, New York, under the intensive supervision of Superintendent William H. Holmes.

CITIZENSHIP TRAINING IN ELEMENTARY SCHOOLS. By Ellio Marcus Marx, Principal, Norfolk, Virginia. Cloth. Illustrated. 148 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

Norfolk, Virginia, has won high rank in school achievement. One of its notable achievements has been the fact that its progressive achievements have come through the use of the regular course of study in the proportion of all modern activities.

Miss Marx has gathered in this book, "Citizenship Training in Elementary Schools," the ways and means by which she has promoted citizenship skilfully through regular school channels.

She gets citizenship training through the curriculum, through literature, through geography, through history, through limited student government, through civic clubs, through health education and through play.

In each of these various regular functions of the school the idea of the best citizenship plays a vital part.

THE PIONEER TWINS. School Edition. By Lucy Fitch Perkins. Illustrated by the Author. Cloth. 205 pages. Boston: Houghton Mifflin Company.

Lucy Fitch Perkins is to the children of today as fascinating a writer as were the famous writers for girls half a century ago, and as many children are in love with her books as ever were with the books of authors who are famous in literature. She has already published twelve "Twin Geographical Readers," Dutch twins, Eskimo twins, Japanese twins, Swiss twins, Filipino twins, Irish twins, Italian twins, Scotch twins, Mexican twins, Belgian twins and French twins. The Pioneer twins that bring tears and smiles by telling how Ben, the older brother, and the twins, a little boy and a little girl, left their cranky aunt and made their way overland to California in gold-diggers' days, is one of seven stories by Lucy Fitch Perkins in her Twin Series of Historical Readers.

PLANE GEOMETRY. A Modern Text by William W. Strader and Lawrence D. Rhoads. Cloth. 400 pages. Philadelphia, Chicago, Atlanta, San Francisco and Dallas: John C. Winston Company.

Plane Geometry is thoroughly modernized by Strader and Rhoads, and is literally beautified by the publishers. Indeed, all of their recent books magnify attractiveness to students, not only in method of presentation, but in pictures as well. This book is attractive in every way. It emphasizes achievement at every angle. For instance, "Find the locus of all houses one mile distant from your home." "Find the locus of the centre of a ball as it rolls straight ahead over a level floor."

A picture of eight pictures of honeycomb, showing that "the storehouse of the honey bee is a series of hexagonal rooms." A picture of a spider's web looks as though the spider understands geometry. Geometrical ratios play an important part even in creating an advertisement. In innumerable ways this Plane Geometry fits into modern life in the home as well as in business.

A GUIDE TO LITERATURE FOR CHILDREN. By Walter Taylor Field. Cloth. 287 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is by far the most wholesome, the most likely to be attractive to those who need danger signals, of any book we have seen. "The Influence of Books," the first chapter, is heroic to the limit in its characterization of books, magazines and daily papers that may do infinite harm to some children. Indeed, the entire book has the following sentence as its inspiration: "If during the first twelve years of a child's life, he has been made familiar with the best literature that is adapted to his widening range of thought, there need be no fear that he will ever read unworthy books. One who has not been thus trained, however, finds poison as well as healing in the printed page."

Entirely apart from messages of this mission there are chapters of high value to every lover of good literature. One chapter of this class is on "Mother Goose." There are more than twenty pages of inestimable value as revelations of the part rhythm has played in creating a love for literature.

A third of the book is devoted to direct advice about good books for various tastes and needs. There is no other that can take its place.

WHEN KENTUCKY WAS YOUNG. Pen and Ink Sketches of Log Cabin Days from Virginia Ownership to Kentucky Statehood. By Fannie Casseday Duncan. Cloth. Illustrated. 246 pages. Louisville, Ky: John P. Morton and Company.

Kentucky, the first state west of the Alleghenies; the first to ask admission into the Union; the first to draft her own constitution; the only one to contend with foreign conspiracy; the first to blaze a trail for the Western states, should be known, appreciated, and loved devotedly by every child in the state, and it would greatly promote Americanism if all the schools would at some time in the course get the thrill of the story of Kentucky until it became a state in 1792.

No state has a better story of pioneer days than is Miss Fannie Casseday Duncan's "When Kentucky Was Young." No history of the United States is complete that does not adequately present the story of Kentucky pioneers and their experiences in winning statehood, and nowhere can there be found in as reliable a form or as attractive a story as in Miss Duncan's book.

Of course every student in Kentucky will use this fascinating history, and every teacher in the United States should be familiar with American history as it is presented by Miss Duncan. It is reliable history, thrilling adventure and delightful reading.

Books Received

"High School Chemistry." By George Howard Bruce. Yonkers-on-Hudson, New York: World Book Company.

"Classroom Organization and Control." By Jesse B. Sears. Boston, New York: Houghton Mifflin Company.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

Grabbing the Best

An elderly German and his wife were much given to quarreling. One day after a particularly unpleasant scene the old woman remarked with a sigh: "Vell, I vish I vas in heafen."

"I vish I vas in a beer garden!" shouted her husband.

"Ach ja!" cried the old wife, "always you try to pick out the best for yourself!"

Finish the Job

Wife (in a telegram from a spa)—"In four weeks I have reduced my weight by half. How long shall I stay?"

Husband (wiring back)—"Another four weeks."

Ruinous

This concerns a clergyman in one of the Southern states, who married a colored couple.

"How much Ah owes you, parson?" the bridegroom asked at the end of the ceremony.

"Oh," said the minister. "Pay me whatever it's worth to you."

The young fellow looked his bride over from head to foot with adoring eyes. Then he turned to the clergyman.

"You've ruined me for life, parson," he said. "Yuh suah has!"

Rude to the Elder

A Scotsman who was notorious as a skeptic had erected a massive mausoleum for his final rest, and one day he observed an elder of the kirk gazing at it.

"Strong place, that, David," he said. "It'll tak' a mon some time tae rise up oot o' that on the Day of Judgment."

"Hoots, mon," replied David, "ye can gie yerself little trouble about risin' when that day comes. They'll tak the bottom oot o' it and let ye fa' doon."—Tid-Bits.

"She'd Show 'Em"

Small Revena Boniske's black eyes looked at her teacher solemnly, while the schoolmarm was trying to impress her group of first-graders by putting them on their "words of honor" not to cause any commotion while she left them for a few moments. Suddenly Revena's face lighted up as she exclaimed: "I'll show them how, Miss Marian, cause my mother was 'word of honor' at a wedding last week and I know more about it than any of them."

One Thing Worse

Parent—"There is nothing worse than to be old and bent."

Young Son—"I think there is, dad."

"Well, what is it?"

"To be young and broke."

Quite Addicted

"Do you take any periodicals?" asked the clergyman on his first round of parish visits. "Well, I don't," replied the woman, "but my husband takes 'em frequent. I do wish you'd try to get him to sign the pledge."

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Traveling Through Tropical Isles

(Continued from Page 217.)

this at close range in many widely separated lands—in the Hawaiian Islands, the Straits Settlements, Siam, and elsewhere. Because whatever future the Virgin Islands may have will undoubtedly lie within the domain of agriculture, the children should be taught how to grow vegetables and fruits suited to the climate, how to keep poultry successfully, and how to do practical things around the home. The department of education recognizes this, and for several years in cooperation with the experiment station on St. Croix it has been giving more and more attention not only to these particular matters, but to the keeping of bees as well.

We cannot conclude these notes without mentioning the public library at St. Thomas, which would do credit to many a much larger community back home. All told it has some ten thousand volumes on its shelves, and the Carnegie Foundation has recently promised additional books to the value of five thousand dollars. The librarian in charge is a native woman, who takes great interest in her work, and is unusually efficient considering that she has never had any real opportunity to study library science. At present the library is housed over a store, but eventually it will probably fall heir to a substantial building through the promised munificence of a gentleman of culture who for many years has maintained a home on the island.

Next week—Through the Lesser Antilles.

Definitions

Success—Perseverence and Perspiration.

Genius—Infinite Patience.

Poetry—Speaking Painting.

Painting—Silent Poetry.

Happiness—A blending of Hoping and Forgetting.

Optimism—The Faith that Leads to Achievement.

Friendship—One Soul in Two Bodies.

A Trouble—A Ton or an Ounce or What You Make it.

The Country—All the Heaven a Body Needs in June.

Heaven—A Kind of a Symphony Concert in Chronic Form.

A Friend—A Person Before Whom I May Be Sincere.

Kindness—A Language Which the Dumb Can Speak and the Deaf Can Understand.

Happiness—A Perfume You Cannot Pour on Others Without Getting a Few Drops on Yourself.

Courtesy—The Eye That Overlooks Your Friend's Broken Gateway and Sees the Rose That Blossoms in His Garden.

—Plainfield Teacher.

Summer and Salads

It Seems That Salads Have Always Been Dressed

Hot days make the mouth water when one thinks of the crispness of fresh lettuce—in short, of any cool-tasting salad. Indeed, Isaac Watts, the English divine and poet (1674-1748), defined the term aptly when he put it thus briefly: "Leaves eaten raw are termed salad."

But the word "salad" implies something more than raw leaves alone. To be a true salad there must be dressing—mayonnaise, perhaps, or French, or just simply pepper, vinegar, or even salt. And why must the true salad have this dressing, a condiment of some kind?

Because the word "salad" suggests it to anyone who knows the significance of the first three letters. They go back to the days of Latin, to the Latin "sal," meaning salt; for, according to Webster's New International Dictionary, salad is traceable to that origin through French and Old Italian.

Slaw, incidentally, is a Dutch corruption of the word "salad." The expression "salad days," meaning a time of youthful inexperience, is Shakespearean in origin.

Meetings To Be Held

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

14-17: Missouri State Teachers Association, Kansas City, Missouri. President, Eugene Fair, Kirksville, Missouri; secretary, E. M. Carter, Columbia, Missouri.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington: Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-27: West Tennessee Education Association, O. H. Jones, West Tennessee State Teachers College, Normal, Tennessee.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

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